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ABSTRACT

This document contains the following seven facilitators' skill packets on personal skills: (1) personal hygiene; (2) personal appearance; (3) locker hygiene; (4) dorm cleanliness; (5) punctuality and attendance; (6) responding to supervision; and (7) teamwork. Each packet contains the following sections: definition of personal skills; objective; resources needed; using this skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for these skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

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PERSONAL SKILLS

FACILITATOR'S SKILL PACKETS

1-7

SOCIAL SKILLS TRAINING

Job Corps

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Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 1

Personal Hygiene

"A sound mind in a sound body; if the former be the glory of the latter, the latter is indispensable to the former."

— Tyron Edwards

U.S. Department of Labor

Personal Skills

Personal skills are the basic social skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students are clean and well groomed and their clothing is clean and in good repair at all times.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 1. A copy is on the back cover of this packet. (*Pass out one copy per student.*)
2. To preview video tape #3 (description on page 4)

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*
4. Your center's dress or personal appearance code.

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

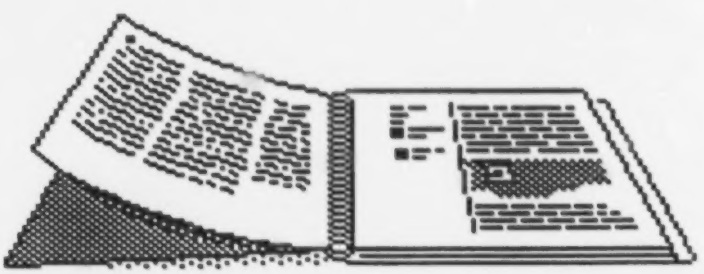
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Good hygiene is an essential part of life. In order to get and keep a job and to live with others, you must practice good personal hygiene.

Practicing good hygiene skills will also help you stay healthy. Being sick can cost you and your employer time and money.

Practicing good hygiene habits help you prepare for life's unexpected opportunities. If you are always clean and presentable, you are ready when you meet someone you like or a potential employer. New relationships and jobs can come from such unexpected meetings **— it's smart to be prepared**.

Because personal hygiene is so important, Job Corps provides rewards for good hygiene. You'll advance faster, earn more privileges and be accepted by your peers.

The final thing about good hygiene is that **when you are clean and healthy, you feel good about yourself**.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #3

This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the ideal of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the four skills of personal appearance, punctuality, locker hygiene, and dorm cleanliness relate to employability and peer acceptance.

ALTERNATE CHOICES

1. Onion.

Set out a cut onion, crushed garlic, a strong smelling cheese or a similar item. Use it as a lead-in to talking about unpleasant odors.

2. Gas Mask.

Arrive in a gas mask, or arrive constantly spraying a can of air freshener about the room.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Always have a supply of your own personal hygiene items,** e.g., soap, shampoo, toothpaste, etc.
  2. ***Daily*** — shower, use deodorant, brush your teeth at least twice, and wear clean underwear.
  3. ***Weekly*** — or more often — wash your hair, bed linens and clothes, and clean your locker.
  4. Wear clothing that is always clean and in good repair. Follow your center's dress code.
  5. **Review and follow any other personal hygiene expectations set by this center or your employer.**

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. At an assembly, people sit down next to you and quickly move because of the odor.

2. You didn't take time to shower after work and you see a new student at dinner who you'd like to meet.

In the Community

1. It's a hot summer day and you're sitting next to someone on a bus who doesn't smell good.

2. You happen to see a shoe sale while shopping and you know your feet smell. You really want these shoes.

On the Job

1. Your boss assigns you to a project which requires that you work in close physical proximity with a co-worker who never uses deodorant.

2. You didn't take time to wash your clothes and the only uniform you can wear is smelly.

In a Social Situation

1. You and your blind date have planned to go to a movie with your friends. When he arrives, you (and everyone else) notice he smells like garlic.

2. You're in a crowded elevator. The person next to you has really bad breath and won't stop talking to you.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where thay can use this skill. Ask questions such as:

- Have you ever gotten up late and not had time to shower? How did you feel?
- Have you ever gone camping for a few days and not been able to shower? How did you feel?
- How do you feel when you have to work closely or live with someone who doesn't practice good hygiene?
- Can you think of any times in your life when not practicing good hygiene could have stopped you from getting what you wanted?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

1. Personal Hygiene

I keep myself clean and well groomed and my clothing clean and in good repair at all times.

What's so important about good hygiene?

We all want to be liked and accepted by our peers. Wouldn't you rather share your dorm room with someone who is always clean and well-groomed? By practicing good personal hygiene, you show others that you respect yourself and them. You'll feel better about yourself, and your friends will thank you.

Didn't you come to Job Corps to get a job? You never get a second chance to make a first impression! All bosses expect their employees to be clean and well-groomed. Good personal hygiene is an important skill to help you get and keep a job. Remember that no one wants to work next to someone who doesn't shower or isn't clean.

Get into good habits here — they'll really pay off later.

STEPS TO GOOD PERSONAL HYGIENE

1. **Always have a supply of your own personal hygiene items, e.g., soap, shampoo, toothpaste, etc.**
2. ***Daily*** **— shower, use deodorant, brush your teeth at least twice, and wear clean underwear.**
3. ***Weekly*** **— or more often — wash your hair, bed linens and clothes. Clean your locker.**
4. **Wear clothing that is always clean and in good repair. Follow your center's dress code.**
5. **Review and follow any other personal hygiene expectations set by this Center or your employer.**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 2

Personal Appearance

"You never get a second chance to make a first impression."

— Traditional saying

Personal Skills

Personal skills are the basic skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when students are dressed and groomed in a manner that is appropriate and safe for each setting or activity.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 2. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #3 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

4. Your center's dress or personal appearance code.

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

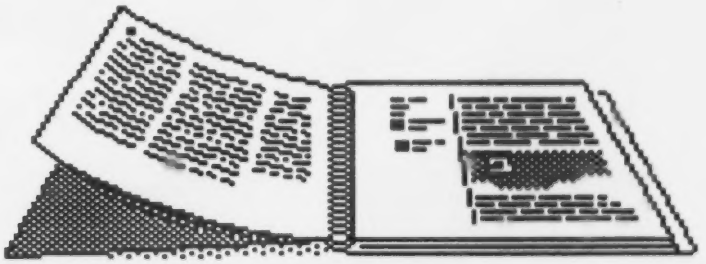
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Your personal appearance tells other people something about the kind of person you are. Wearing clothes that are neat, clean and in good repair tells others that you take pride in your appearance and that you respect yourself.

Dressing appropriately for the situation or activity that you will be participating in will make you feel more comfortable and at ease.

On the job you will want to choose clothing that suits your job. For example, a three-piece suit would be inappropriate for a carpenter or a nurse.

It is also important that your clothing, hair style and accessories be safe. Dangling earrings, loose clothing and flowing hair could be dangerous around power machinery. Long, loose hair is considered unsanitary in the food service industry.

You will also want to find out about your employer's expectations for your appearance so that you will "fit in" with the image that your company wants to present. Presenting an appropriate image could lead to consideration for advancement.

Dressing and grooming yourself appropriately for the situation doesn't mean that you have to be just like everyone else. You can maintain your own style and individuality. But remember, you only get one chance to make a first impression.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #3

This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the idea of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the 4 skills of personal appearance, punctuality, locker hygiene, and dorm cleanliness relate to employability and peer acceptance.

ALTERNATE CHOICES

1. Visual judgements.

Ask students to pretend that they are employers. Have them describe their expectations for the personal appearance and dress of someone they would hire. Have them consider various types of employment, e.g., nursing, carpentry, clerical, maintenance, etc.

2. Hiring Decisions.

Dress outrageously for this session. Ask students if they think your attire is appropriate, why or why not.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. Keep clothing clean and in good repair.
  2. Wear clothing and accessories that are safe and appropriate for the situation or activity.
  3. Avoid extreme hair styles.
  4. Try to find out in advance what kind of dress is appropriate for the situation.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer who you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You get called by the Center director to take a group of community representatives on tours and you are dressed in old clothes.

2. At an awards assembly, you are presented with an award you are not expecting and you really look sloppy.

In the Community

1. You are meeting your friends at a restaurant. When you get there, the hostess tells you jeans aren't allowed and you are the only one in jeans.

2. You are in the mall and see another JC student who is wearing a JC T-shirt and very revealing shorts. You hear other people making comments about how obscene this looks. What do you do?

On the Job

1. You are dressed in the latest fashion and think you look really great for your job interview. You get there, and see that everybody is dressed very conservatively.

2. You know you are doing a good job and you are qualified, but your boss keeps promoting other people who better fit the "company image."

In a Social Situation

1. You were dressed very sloppily, but ran into the store to quickly get something. The clerk seems to ignore you, yet waits on other people who are better dressed.

2. You were invited to a party you thought was going to be a dress-up occasion. When you get there, you realize it was a picnic and you are very over-dressed.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where thay can use this skill. Ask questions such as:

- How will your appearance influence an employer when you interview for a job?
- What attire would be appropriate for an interview as a carpenter? for a date at the movies? for a basketball game?
- What might be some of the consequences of dressing inappropriately for work?
- When you meet someone for the first time, what do you notice about their appearance? What do you think someone would notice about you?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

2. Personal Appearance

I dress and groom myself appropriately for each situation or activity.

STEPS TO APPROPRIATE PERSONAL APPEARANCE

1. Keep clothing clean and in good repair.
2. Wear clothing and accessories that are safe and appropriate for the situation or activity.
3. Avoid extreme hair styles.
4. Try to find out in advance what kind of dress is appropriate for the situation.
5. Choose to meet the expectations or to bear the consequences for not meeting them.

Your personal appearance is what people use in making initial judgments about what you are like as a person. Your personal appearance tells others something about the kind of person you are. Wearing clothing that is clean, neat, and in good repair tells others that you take pride in your appearance and that you respect yourself.

In social settings you'll feel more comfortable if you are dressed appropriately for the situation or activity.

Your personal appearance is important to your employer and to Job Corps because other people judge *them* by how *you* look. On the job you will want to wear clothing and accessories that are both appropriate and safe for your work.

Remember, you will never get another chance to make a first impression.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 3

Locker Hygiene

"Life is made up not of great sacrifices or duties, but of little things in which smiles and kindnesses and small obligations, given habitually, are what win and preserve the heart and secure comfort."

-- Davy

Job Corps

3

Locker Hygiene

ST★R SOCIAL SKILLS TRAINING

Personal Skills

Personal skills are the basic skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students maintain their personal lockers/closets in a clean and orderly manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 3. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #3 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

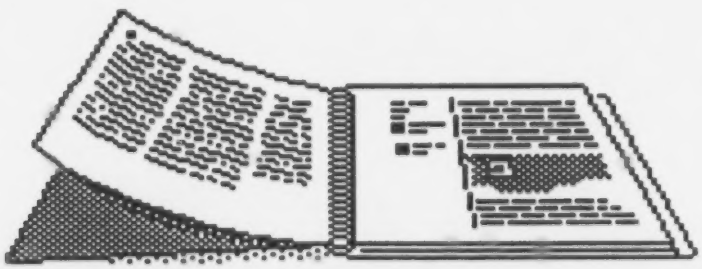
4. Center policy on locker cleanliness.

Using this Skill Packet

- **Review the Objective** on the opposite page (←).
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).
- **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**
- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

The way you keep your locker, or any personal space, says something about ***you***.

Do you hang or fold your clean clothes? Do you keep your dirty clothes separate from your clean clothes? Are your personal hygiene items organized so that you can find them easily?

Think about the kind of pictures you hang in your locker. Would you be proud or embarrassed to show a friend or visitor the inside of your locker?

Keeping your locker and personal belongings neat, clean and orderly will help you feel good about yourself.

When you are on the job, you will have a desk, locker or workstation that will be your personal space. Your employer will expect you to keep your space clean and orderly.

Remember, your personal space is a reflection of you!

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Tape #3

This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the idea of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the 4 skills of personal appearance, punctuality, locker hygiene and dorm cleanliness relate to employability and peer acceptance.

ALTERNATE CHOICES

1. Moment of Truth:

Take the students on a walk through their dorm and ask who would be willing to show his/her locker to the group. Ask them if they would feel proud or embarrassed.

2. Worst Case:

Ask students to name items that shouldn't be kept in a locker. What are the reasons, for example health, safety. Write the items on a flip chart.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listedbelow:

1. Hang or fold clean clothes.
2. Keep dirty clothes in a laundry bag.
3. Organize personal hygiene items.
4. Choose pictures and posters that won't offend others.
5. Contraband and open food containers are prohibited.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer who you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Center guests on a tour of your dorm ask to see what your locker looks like. You have dirty underwear and socks on the floor of your locker and you know it doesn't smell good.

In the Community

1. You are going somewhere with your friends and you're the only one with a car, so you have to drive. Your car is filled with pop cans and food wrappers and the seats are covered with dog hair.

On the Job

1. You're out sick and your boss calls you to find out where you left a report. It's in your desk along with open pop cans, and half-eaten donuts.

In a Social Situation

1. You pick up your date. She's wearing a new dress. She gets grease on her dress from your car seat.

2. You invite friends over to your apartment. When you go to hang up their coats, boxes fall out of the closet.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Name some other "personal spaces" that are a reflection of their owner. (For example car, home, yard, etc.)
- What does keeping your locker clean have to do with good personal appearance?
- Why do you think an employer would want you to keep your desk, workstation or locker clean and orderly?
- How could having a clean, orderly locker help you be prepared for a job interview?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

3. Locker Hygiene

I keep my locker/closet clean and orderly.

"Bad" Locker

The way you keep your locker or any personal space says something about you.

Hanging or folding your clean clothes keeps them looking neat. Keeping your dirty clothes in a laundry bag will help to keep your locker smelling fresher. When your personal hygiene items are organized you can find them more easily when you need them.

Open food containers don't belong in lockers. They can attract unwelcome guests such as insects or rodents.

The pictures and posters you display should be in good taste **so that they don't offend others.**

On the job, your employer will expect you to keep your desk, workstation or locker neat, clean, and orderly.

Remember, your personal space is a reflection of *you!*

STEPS TO GOOD LOCKER HYGIENE

1. **Hang** or fold clean clothes.
2. **Keep** dirty clothes in a laundry bag.
3. **Organize** personal hygiene items.
4. **Choose** pictures and posters that won't offend others.
5. **Contraband** and open food containers are prohibited.

"Good" Locker

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 4

Dorm Cleanliness

"We are what we repeatedly do.
Excellence, then, is not an act but a habit."

— Aristotle

U.S. Department of Labor

Personal Skills

Personal skills are the basic social skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students maintain their individual rooms/areas and dormitory common areas in a clean and orderly manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 4. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #3 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

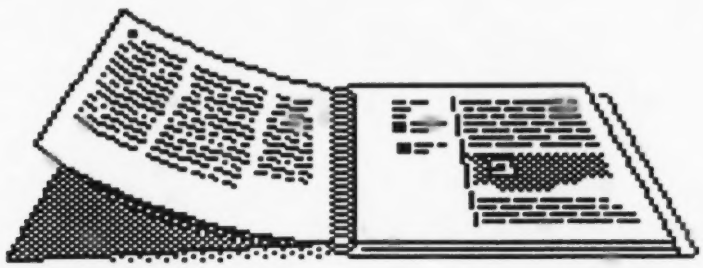
4. Your Center's dorm cleanliness standards.

Using this Skill Packet

- **Review the Objective** on the opposite page (←).
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).
- **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the white duplication master on the back cover of this packet.**
- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Your dorm is your home while you are at Job Corps.

Just as your personal appearance says something about you, so does the way you keep your home.

In Job Corps you share your living area with other people. So it is important that everyone pitches in to keep the living and sleeping areas clean, healthy and pleasant.

The skills you learn here will be useful and important after you leave Job Corps. When you are on the job, your employer will expect you to keep your work area clean, neat and safe.

And, if you share an apartment with a friend, it will be important for you to agree on your expectations for cleanliness and to share responsibilities for keeping your home clean.

Keeping your dorm clean will help to make it a pleasant place for you to live. Be sure to do your part.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #3

This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the idea of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the 4 skills of personal appearance, punctuality, locker hygiene and dorm cleanliness relate to employability and peer acceptance.

ALTERNATE CHOICES

1. Messy Environments:

Show students pictures of messy environments. Ask the students to describe who they think would live there.

2. Dirt.

Rig the orientation room's entrance with dirt, litter, etc. that all the students have to step over or through to get into the room.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

_____

_____

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. Make your bed daily.
2. Straighten and organize personal belongings.
3. Empty waste cans daily.
4. Clean, vacuum or mop floors regularly.
5. Keep hallway, lounges and public areas clean, orderly and litter-free.
6. Keep bathrooms and showers clean and odor free.
7. Pitch in and share responsibilities.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer who you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You got up late and didn't have time to clean your room. The dorm inspection scores were really low because of your room.

2. You're a new student. When you are shown to your room you see that it is really messy. You like to keep things neat. What do you do?

In the Community

1. You go into a grocery store. It looks like the place hasn't been swept in a week. You don't think you want to buy food in this store.

2. You go into a gas station and need to use the restroom. The toilet is dirty and there are no paper towels. How do you feel?

On the Job

1. You're at work. Your boss told the staff to clean up their workspaces because visitors would be coming through the shop. You didn't have time. The company president visits your workspace with your boss.

2. You've been sick for a week and the house is a mess. Your boss calls and says she'll be stopping by in 5 minutes to drop off some work for you. How do you feel?

In a Social Situation

1. You really like to keep things neat. Your date asks you to stop by his house to pick up something. The house is really a mess. How do you feel?

2. Your date is coming to pick you up. His mom is with him and your house is really a mess. How do you feel?

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where thay can use this skill. Ask questions such as:

- Why is it important to share cleaning responsibilities with your family or roommate? What could you do if you have different standards than your roommate?
- In your own home or apartment, how would you feel if unexpected company arrived and your house or apartment was messy?
- Why would it be important to your boss for you to keep your work area clean?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

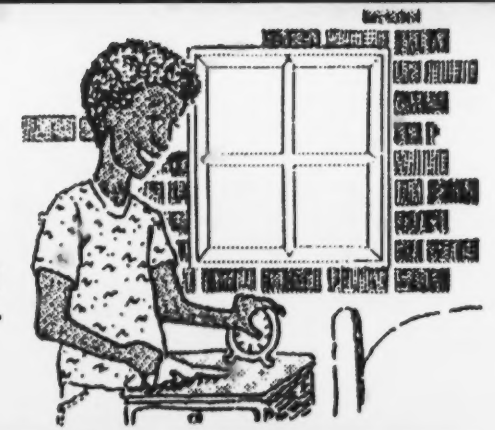
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



4. Dorm Cleanliness

I keep my personal area and the common areas of my dorm clean and orderly.

Your dorm is your home while you are at Job Corps. **The way you keep your home says a lot about you.**

Since you share your living area with other people at Job Corps, it's **important that you do your part** to keep the sleeping, bathroom and lounge areas **clean, healthy, and pleasant**.

These skills will come in handy after you leave Job Corps, too. On the job, your employer will expect you to **keep your work area clean and neat**. And if you share an apartment with a friend it will be important for you to agree on your **expectations for cleanliness and to share responsibilities for keeping your home clean**.

STEPS TO DORM CLEANLINESS

1. **Make your bed daily.**
2. **Straighten and organize personal belongings.**
3. **Empty waste cans daily.**
4. **Clean, vacuum or mop floors regularly.**
5. **Keep hallways, lounges and public areas clean, orderly, and litter free.**
6. **Keep bathrooms and showers clean and odor free.**
7. **Pitch in and share responsibilities.**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 5

Punctuality and Attendance

"I'm late, I'm late, for a very important date. No time to wait..."

— Lewis Carroll

Alice's Adventures in Wonderland

Job Corps

5

Punctuality and Attendance

STAR SOCIAL SKILLS TRAINING

Personal Skills

Personal skills are the basic social skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students meet scheduled appointments and commitments on-time and are present for all scheduled activities each day.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 5. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #3 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

4. Your Center's daily schedule.

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

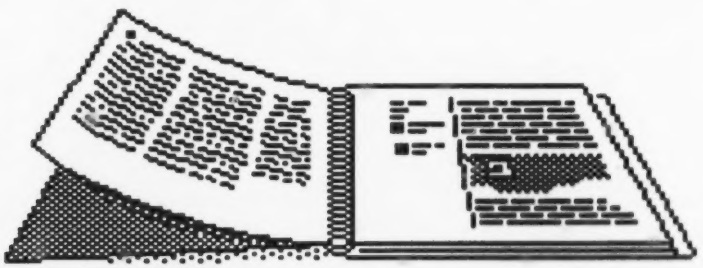
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Reorder # 40605

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

We all know that to get a job, we have to be dressed appropriately, have the right qualifications and be confident in the interview. But keeping a job requires other skills, the most important being punctuality and attendance.

1. Your employer will expect you to be at work and on time every day. In the working world, time is money. Employees that are always late or miss too much work cost employers in lost productivity.

2. The promotions and pay raises go to employees with the best work record. You'll get evaluated on your record. Make sure you're a winner!

3. Punctuality is a habit we develop. You can set your mind to it and be there on time.

4. Everyone appreciates friends who are always on time and show up when they say they will. We know we can count on them! Being on time and meeting commitments show others how much we respect them. Be good to your word!

5. As in the "real world", your Job Corps instructors expect you to have good attendance and be punctual. Incentive levels, raises and awards go to those who practice these skills.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #3

This 5-minute scenario starring Sam Slob and Dwight Do-Right introduces the idea of personal hygiene through a quick, humorous look at the negative effects of poor hygiene. It also shows how the 4 skills of personal appearance, punctuality, locker hygiene and dorm cleanliness relate to employability and peer acceptance.

ALTERNATE CHOICES

1. What's Wrong With Being Late?

Deliberately start the class late yourself.

2. Late Arrival Interruptions

Using either students selected beforehand or outside corps members and/or staff, have the lesson be constantly interrupted in the first few minutes by late-arrivals. For each new arrival start over at the very beginning of the lesson again.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Find out** when you are expected to be somewhere.
2. **Think** about what you will need to do to be ready on time. How much time will you need to do those things? Allow yourself a few extra minutes in case something unexpected should happen.
3. **Count back** from the time you are expected to be somewhere. Calculate the amount of time it will take you to get ready. Determine what time to start getting ready.
4. **Start** at the time you planned.
5. **Be on time.**

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your crew leaves at 8:00 am for an off-Center work project. You miss the van because you're late, as always.

2. You miss the pass-bus back to Center because you lost track of time.

In the Community

1. The bank closes at 4:00 pm. You ***must*** deposit your pay check today. You may not make it.

2. You've forgotten to pay your rent on time again. Your landlord's threatening to evict you.

On the Job

1. The bus you take to work usually gets you there on time. Lately traffic has been heavy and you've been late. Your boss is angry.

2. You're needed to help your crew complete a project today. But your best friend is in town for a short visit and you want to spend the day with her.

In a Social Situation

1. You're having a potluck dinner at your house. Your friend is supposed to bring the main course and hasn't shown up.

2. You and your date have expensive tickets for a concert you really want to see. Your date is running late and you arrive after the beginning of the concert and can't get in.

6. Discuss How to Use the Skill in Everday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How would you feel if a friend picked you up late and you missed the beginning of the movie?
- Have you ever had to work longer because someone else didn't show up for work?
- Are you a punctual person? Can your boss count on you being on time?
- Do you have any friends that are usually late? How does it affect you?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

5. Punctuality and Attendance

I arrive on-time and am present for my scheduled classes every day.

We all know what is takes to *get* a job! If you're dressed appropriately, are neat and well groomed, have the right qualifications and know how to interview, you have a good shot at getting the job you want. Keeping a job, however, requires additional skills. **The two most important skills are being punctual and having good attendance.**

Your employer will expect you to be at work and on time every day. In the working world, time is money. Employees who are always late or miss too much work cost employers in lost productivity.

The promotions and pay raises go to employees with the best work record. You'll get evaluated on your record. Make sure you're a winner! Punctuality is a habit we develop. You can set your mind to it and be there on time.

Everyone appreciates friends who are always on time and show up when they say they will. We know we can count on them. **Being on time and meeting commitments shows others how much we respect them.** Be good to your word!

As in the "real world," your Job Corps instructors expect you to **have good attendance and be punctual**. Incentive levels, raises and awards go to those who practice these skills.

STEPS TO PUNCTUALITY & ATTENDANCE

1. **Find out when you are expected to be somewhere.**
2. **Think about what you will need to do to be ready on time. How much time will you need to do those things? Allow yourself a few extra minutes in case something unexpected should happen.**
3. **Count back from the time you are expected to be somewhere. Calculate the amount of time it will take you to get ready. Determine what time to start getting ready.**
4. **Start at the time you planned.**
5. **Be on time.**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 6

Responding to Supervision

"When we were little we learned to play 'Follow the Leader.' Things haven't changed all that much since then, have they?"

— Moen

U.S. Department of Labor

Personal Skills

Personal skills are the basic skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students respond to supervision in a cooperative and positive manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 6. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #16 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

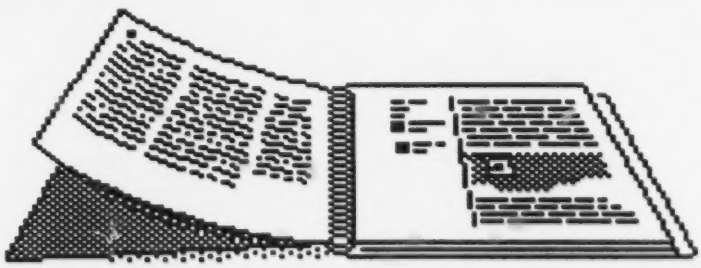
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

A supervisor is an individual who has been assigned the responsibility to guide or direct others to accomplish a task.

When there is a job or task that is too big for one person alone, someone will usually be chosen as supervisor. It is important that you cooperate with the supervisor and follow his or her directions to do the job.

You will have many "supervisors" throughout your life. In Job Corps you have vocational instructors, teachers, residential advisors, and crew leaders.

On the job you will have a supervisor who is responsible for directing, guiding, and evaluating your work. You will need to find out just what your supervisor expects from you on the job and do your best to meet those expectations. If you are uncertain, be sure to ask questions. Since your supervisor is "in charge" it is important that you show respect for his or her authority. Remember, your supervisor has influence over your opportunity for advancement.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #16

This video depicts a student violating the Center's smoking policy when she "lights up" on a Center bus because she feels she can't wait any longer for a cigarette.

ALTERNATE CHOICES

1. Definitions:

Ask students to give one- or two-word definitions for the word "supervision." Write these on a flip chart or blackboard. Read the dictionary definition. See how closely it matches the students' responses.

2. Student Supervisor:

Ask a student dorm-leader to tell the group what is hard or difficult about supervising an activity, for example a dorm clean up or other activity.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Recognize** who the supervisor is.
  2. **Find out what** your supervisor's expectations are.
  3. **Do your best** to meet those expectations and accomplish the task.
  4. **Ask questions** when you need information.
  5. **Show respect** for the supervisor's authority.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. In center support you are the crew leader. A few of the other students assigned to your crew do not want to do their share.

2. For the third week in a row your RA assigns you to clean toilets.

In the Community

1. You are in charge of coordinating student involvement in the walk-a-thon, but several students don't want to cooperate.

On the Job

1. You are given two tasks to get done immediately by two different staff members. You know you can't get both done. What do you do?

2. Your boss tells you how to do a project. You think you know of a better way to get the job done.

In a Social Situation

1. Your team is pretty good, but the coach keeps yelling at you and you don't know what you are doing wrong.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Name some leisure-time activities that might involve responding to supervision, for example, coaching a baseball team, chairing a dance committee, etc.
- What could you do on the job if you disagree with your supervisor about how to get the job done?
- If you were the supervisor, what would you expect from your employees?
- Can you think of a situation where you might have more than one supervisor? How would you handle conflicting assignments from them?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

6. Responding to Supervision

I take direction and respond to supervision in a cooperative and positive way.

HOW TO RESPOND TO SUPERVISION

1. **Recognize** who the supervisor is.
2. **Find out** what your supervisor's expectations are.
3. **Do** your best to meet those expectations and accomplish the task.
4. **Ask questions** when you need information.
5. **Show respect** for the supervisor's authority.
6. **Choose** to cooperate or to bear the consequences if you don't.

A supervisor is someone who has been chosen to guide or direct others to accomplish a task.

You will have supervisors for many tasks throughout your life. It is important that you **recognize that your supervisor is "in charge."**

Find out what your supervisor expects from you and do your best to respond in a positive way. **Ask questions** when you are uncertain, and **show respect for your supervisor's authority**.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Personal Skills

NUMBER 7

Teamwork

"Light is the task when many share the toil."

— Homer

Teamwork

7

ST★R SOCIAL SKILLS TRAINING

Personal Skills

Personal skills are the basic skills we need to get along with other people. Whether working on the job, meeting someone new or just carrying on everyday business in the community, it's important to make a good impression. By learning to use these skills, students will feel good about themselves and take the first step towards building successful lives.

Objective

This lesson will be accomplished when the students actively work with other students and staff to accomplish a task or goal.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 7. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #8 (*description on page 4*); **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

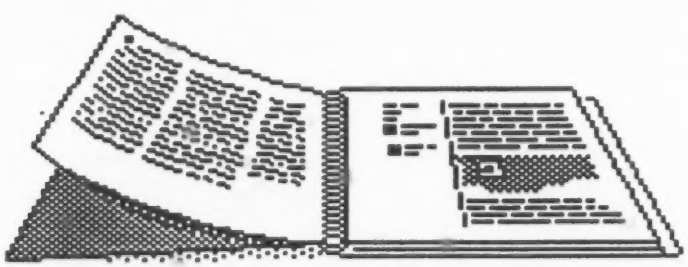
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Teamwork is a part of everyday life. Teams are formed naturally when we come up against tasks that are bigger or more difficult than we can easily do alone.

Every team member is important. Being a good team member doesn't mean that you have to be a star or a hot-shot. It does mean that you do the best that you can.

Teams function best when every member is shown respect. Being a good team member means respecting other people's ideas and feelings. It means letting each member contribute what he or she can.

When you are a member of a team you may have to make compromises and agree to ideas or goals that are not your first choice. A strong team works toward a common goal.

Almost every job depends on teamwork. Your employer will expect you to support and work toward the goals of the company.

Working together can make any job easier.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #8

This video is a scenario which takes place at a Center basketball game. A somewhat short and chubby student is sent into the game when several of his teammates foul out.

ALTERNATE CHOICES

1. Most Important:

Ask the students to name the different positions on a baseball team. Have them discuss which team member is "most" important.

2. One Versus Many:

A heavy object is in the room (desk, couch, etc.). Students are instructed that whoever can move it across the room will receive a reward (candy bars, soft drinks, etc.). See how long it will take the students to realize that it will take teamwork.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

_____

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Work willingly** with others to accomplish your task.
2. **Respect the talents and skills** of other team members.
3. **Be willing** to accept compromises and the leadership of others.
4. **Participate fully** and do your best.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

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- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your vocational class has a project to complete that requires everyone's cooperation. You could win the vocation-of-the-month award; however, you disagree with how the project's being done.

2. Your room scores have dragged down the rest of the dorm. There's close competition for dorm-of-the-month. You'd rather go on the recreation trip than stay in to help with the clean-up.

In the Community

1. Your community team has one "hot-shot" who is very good but also hogs all the attention. The other players are getting discouraged.

2. One of the neighborhood children didn't return from the playground. Volunteers are needed to search.

On the Job

1. You have a very important project to get done. It's your responsibility, but you can't finish it alone.

2. Your boss is upset that your project's not done, but your co-worker hasn't done his part.

In a Social Situation

1. Your organization is sponsoring a dance. You are head of the decoration committee, but only two members have shown up.

2. Your group is going to do a skit. You didn't practice your lines. Everyone else is prepared.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How could you be part of a team on the job?
- Can you think of situations in your own life where you are part of a team?
- How does doing your dorm duties involve teamwork?
- Do you think a "ball-hog" on a basketball team helps or hurts the team? Why?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
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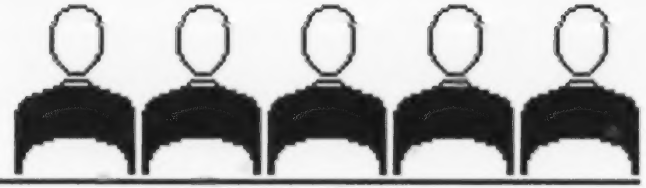

7. Teamwork

I work well with other students and staff to accomplish a task or goal.

STEPS TO TEAMWORK

1. **Work willingly** with others to accomplish your task.
2. **Respect the talents and skills** of other team members.
3. **Be willing** to accept compromises and the leadership of others.
4. **Participate fully** and do your best.

Teamwork lets us take on big or complex tasks that would be hard or impossible to do alone. Most jobs are big and complex enough that they require teamwork.

Good teamwork involves respecting every member of the team, doing your best, and being willing to accept compromises, if necessary.

Learning to be a good team member can help you to achieve important goals and have a lot of fun.

Remember, working together can make the job easier.